

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: January 11 – 15, 2016

WEEK: 20

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON	<b>SSEMA 1</b> The student will illustrate the means by which economic activity is measured. a. Explain that overall levels of income, employment, and prices are determined by the spending and production decisions of households, businesses, government and net exports. b. Define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price Index (CPI), inflation, stagflation, and aggregate supply and aggregate demand.	<b>Do Now:</b> PU reduced PDF PPT Sheet  <b>Opening/Tie-in:</b> CPI is another important measure of the economy  <b>Work Session:</b> 1. Take notes from reduced PPT on CPI, etc (speed writing) <b>Ind</b> 2. Lecture/Discussion of notes <b>WG</b> 3. Textbook Qs: p. 354 # 3,4,5 and p. 368 # 3,4,5,6 <b>Ind/Pair</b>  <b>Closing:</b> What does CPI mean? <i>(Power Block: read Freakonomics pp. 211-213 "Up in Smoke" – Do you agree with author?)</i>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> Other	Reduced PPT Sheet Textbook Smartboard PDF PPT Freakonomics	<b>Formative:</b> Teacher Observation Q&A Textbook Qs  <b>Summative:</b>
TUES	<b>SSEMA 1</b> The student will illustrate the means by which economic activity is measured. a. Explain that overall levels of income, employment, and prices are determined by the spending and production decisions of households, businesses, government and net exports. b. Define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price Index (CPI), inflation, stagflation, and aggregate supply and aggregate demand.	<b>Do Now:</b> What does PPI mean?  <b>Opening/Tie-In:</b> Today we have hands on work for CPI  <b>Work Session:</b> 1. Morton 11abc – Measure Broad Econ Goals w/ discussion <b>SG</b> 2. Morton 13 – Price Indices w/ discussion <b>SG</b> 3. Textbook Qs: 370 # 5,6,7 <b>Ind/Pair</b>  <b>Closing:</b> What number is always assigned to the base year on a price index? <i>(Power Block: Look up definitions for the SAT words)</i>	<input type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> Other	Morton 11 handout Morton 13 handout Textbook SAT words	<b>Formative:</b> Teacher Observation Q&A Textbook Qs Morton results  <b>Summative:</b>
WED	<b>SSEMA 1</b> The student will illustrate the means by which economic activity is measured. c. Explain how economic growth, inflation and unemployment are calculated. d. Identify structural, cyclical and frictional unemployment. <b>SSEPF 3</b> The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices. a. Give examples of who benefits and who loses from inflation	<b>Do Now:</b> PU reduced PDF PPT Sheet  <b>Opening/Tie-In:</b> The next several days we will look at measurements that impact you every day  <b>Work Session:</b> 1. Take notes from reduced PPT on Unemployment (speed writing) <b>Ind</b> 2. Lecture/Discussion of notes <b>WG</b> 3. Morton 16 – Unemployment <b>Ind/Pair</b> 3. Textbook Qs: p. 387 # 3,4,5 <b>Ind/Pair</b>  <b>Closing:</b> What kind of unemployment is over 500%? <i>(Power Block: read Freakonomics pp. 214-217 "Does the Truth Lie Within?" – Will the diet work?)</i>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> Other	Reduced PPT sheet Morton 16 handout Textbook Freakonomics	<b>Formative:</b> Teacher Observation Q&A Textbook Qs  <b>Summative:</b>
THUR	<b>SSEMA 1</b> The student will illustrate the means by which economic activity is measured. c. Explain how economic growth, inflation and unemployment are calculated. d. Identify structural, cyclical and frictional unemployment. <b>SSEPF 3</b> The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices. a. Give examples of who benefits and who loses from inflation	<b>Do Now:</b> Name one type of unemployment  <b>Opening/Tie-In:</b> Today we see the impact of inflation  <b>Work Session:</b> 1. Take notes from reduced PPT on Inflation (speed writing) <b>Ind</b> 2. Lecture/Discussion of notes <b>WG</b> 3. Morton 15 – Who Hurt, Helped by Inflation <b>Ind/Pair</b> 4. Textbook Qs: p. 392 # 3,4,5 <b>Ind/Pair</b>  <b>Closing:</b> Who is most hurt by inflation? <i>(Power Block: Take quiz over SAT words)</i>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> Other	Reduced PPT sheet Morton 15 handout Textbook	<b>Formative:</b> Teacher Observation Q&A Textbook Qs SAT words Quiz  <b>Summative:</b>
FRI	<b>SSEMA 1</b> The student will illustrate the means by which economic activity is measured. c. Explain how economic growth, inflation and unemployment are calculated. d. Identify structural, cyclical and frictional unemployment. <b>SSEPF 3</b> The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices. a. Give examples of who benefits and who loses from inflation	<b>Do Now:</b> 5 minute quick study for Quiz  <b>Opening/Tie-In:</b> Quick review/take questions  <b>Work Session:</b> 1. CPI/Unemployment/Inflation Quiz 2. Turn in all questions from this week  <b>Closing:</b> Which of the three areas quizzed gave you the most problems? <i>(Power Block: read Freakonomics pp. 218-221 "Curbing your Dog" – Why do you think Lauren's proposal dismissed by the city council?)</i>	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input type="checkbox"/> Guided practice <input type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	CPI/Un/In Quiz Freakonomics	<b>Formative:</b> Teacher Observation Q&A Textbook Qs CPI/UN/In Quiz  <b>Summative:</b>